

## BULLETIN



Quarterly newsletter for the NSCDS Community

Winter 1996

## John Perry Barlow on Digital Communities

John Perry Barlow, who has been described as the poet laureate of cyberspace, and who is a self-described "hippie mystic," visited NSCDS on January 29 as the 1996 Master in Residence.

A Wyoming cattle rancher, Grateful Dead lyricist and cofounder of the Electronic Frontier Foundation, Barlow's vast experience, in both the real and virtual worlds, takes him around the world as a lecturer on issues involving community, democracy, and freedom of speech in cyberspace.

During his visit to North Shore, Barlow spoke to a crowd of sixth through twelfth graders at Morning Ex., met with juniors and seniors for a class discussion, attended a town meeting with middle schoolers, held a question-and-answer session with faculty, and gave an evening address on the topic "Digital Community and Democratic Rights."

While many are skeptical of the Internet and question what portion of the population has access to and uses it, Barlow says that the number of people who use the Internet has doubled every nine months since 1968. At that rate, he maintains, everyone will use the Internet by the year 2005. Rather than the Internet creating a situation that separates the "haves" from the "have nots," Barlow sees it as a situation of the "haves" and the "don't have yet's."

If it is true that the Internet is quickly becoming a way of life for people, we have to examine whether this technology serves to connect people or to separate them. Barlow has examined this

and other related issues in depth, and while he sees the issue as a complex one, he believes that the Internet ultimately serves to connect people, much the way the telephone connects people to each other when they can't be in the same room together. Barlow describes social interaction as the "nutrition necessary for being human," and he feels that the interaction he has with people over the Internet whom he has never met and who live in vastly different communities from his own helps to create a new, vibrant and equally valid community.



*John Perry Barlow in a class discussion with senior seminar and AP U.S. history students.*

NSCDS students questioned Barlow about the make up of

*See Barlow, page 6*

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# Message from Head of School

## Seeking Community in a New Era

In a movie theater recently, after a run of three previews, my husband and I looked at each other, exhausted by the cacophony, dizzying speed and violence that had just bombarded us. And all of the previews were for Disney movies!

The telephone rings at dinner time with home decorators and charities for the homeless; the fax spins out urgent messages about "day-to-day survival kits for principals," Blockbusters is on every block, a headset is on every head, and Newt Minow reminds us that when he described TV as a wasteland, he never dreamed it would so soon be filled with toxic waste. And now here comes the Internet and John Perry Barlow's vision of the future...

Many of us today feel bombarded by technology as, in all its forms, it is a mushrooming and sometimes baffling part of our lives. But bemoaning the obtrusiveness or the corrosiveness of technology is not going to obliterate the Information Age. Technology is shaping our culture and will continue to. The question we need to ask is how can we use it to our advantage - to connect us more meaningfully in both our immediate community and in our global community.

Community has been a key word at North Shore from its beginning in 1919 - drawing together a group of people of all ages to interact, share, and grow together. In this new age, I think there are several ways we can build stronger community now and for the future.

1. Sharing Stories: Pam Whalley's article in this Bulletin says a great deal about the power of storytelling. Morning Ex. this year is making a strong statement about poetry, since we begin every gathering with a student or teacher reading a poem. Robert MacNeil, in his



1994 speech at the International Reading Association convention in Canada, spoke of listening to good poetry and prose, and said, "Unless we hear such language, we will have no ear for it. It is like music. By hearing, you build up layers of memory that create a critical ear." Whether we tell stories, read poems or read stories, there is a sense of history and tradition, a learning to listen, an appreciation for the beautiful images in words, and a face-to-face intimacy, all of which build community between two people or among those in a larger group. Even in an age filled with "virtual" reality, sharing stories provides an irreplaceable connectedness.

2. Encouraging skepticism, especially in relation to the media: William Damon says in his recent book, *Greater Expectations*, "Television is not so much a problem because of its vile contents but rather because it is an enormous waste of precious time. While children are spending their typical four hours per day gazing into the tube, they could be reading, exploring, exercising, honing their skills, learning about people, places, and things. They could be developing character and competence in the generative

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*"Community has been a key word at North Shore from its beginning in 1919 - drawing together a group of people of all ages to interact, share, and grow together."*

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arena of real life experience." In this month of TV Tune-Out, we can stand up - if we stand together - for what is good for kids, being unafraid to analyze and critique TV, and help our children view media with a different perspective.

3. Exploring new technology with hope: John Perry Barlow calls the coming era "the Golden Age of Paradox." While the burgeoning Internet certainly contains all the other elements of Pandora's box, it also offers hope for undreamed-of worldwide intercultural connections and collaborations.

We are only beginning to foresee the possibilities. This much we know: In schools technology is changing the role of the teacher by giving students more access to information and more control over their own learning. Howard Mehlinger, in the February issue of *Phi Delta Kappan*, predicts that schools can "expect more integration, interaction, and intelligence from future technology." The Internet will never replace real community, but it can connect us with distant people and their stories - stories we otherwise would never have heard. At its best it can be a link, a thread in the World Wide Web that ties us closer together, helps us understand each other better as we work to weave community in a new age.

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Julie Hall



# From the Curriculum Catalogue:

## Eighth Grade Takes on the World

**F**or eighth graders the year begins a couple of weeks before classes start when a letter arrives from English and social studies teacher, Mary Roden. It says, in part:

*I think it will be helpful for me to know something about your goals for the year (I've enclosed a form for you to write them on) and for you to know something about mine (I have four).*

*First, I want to help you be a person with a healthy spirit, mind and body. This will require good communication among you, me and your parents. . . I hope you will feel free to come in and talk any time about anything!*

*Second, I want to help you be a person with strong self-confidence and an attitude of doing your best. Grades should be understood just as a communication between you and me and never as a judgment of worth.*

*Third, I want to help you be a person who enjoys your life and everything that's in it. Even the difficult and hard times can be enjoyed when you know they are the means to polish you and help you grow.*

*Finally, I want to help you be a person with affection for others and a willingness to serve.*

Mary, nominated this year for a Golden Apple Award for Excellence in Teaching, establishes an environment that is open, friendly, and supportive even before she begins teaching. It is these qualities that she hopes will not only help her students to succeed in the classroom but will help them in their interaction with each other and with the material they study throughout the year.

Eighth graders travel the world during the course of the year with Mary Roden. Their theme is perspective. They gain perspective, and, Mary hopes, tolerance, understanding and appreciation, by studying in depth three major cultures: African, Chinese, and Indian.

After conducting a few perspective exercises in which students examine how their own points of view differ from those of their classmates based on gender, birth order, how long they have

exactly how long Chinese culture has been around. A time line in her room goes on for page after page detailing 5,000 years of Chinese history. Mary hopes that after seeing this her students,

"develop a little humility about who and how important they are." During the term students study Taoism and Confucianism, write their own fables, and get a surprise visit from the Emperor of China.

The last unit focuses on India. Students examine Indian culture through study of Hinduism. Much

of the unit addresses the impact Ghandi had on his own culture as well as on other leaders including Nelson Mandela and Martin Luther King, Jr.

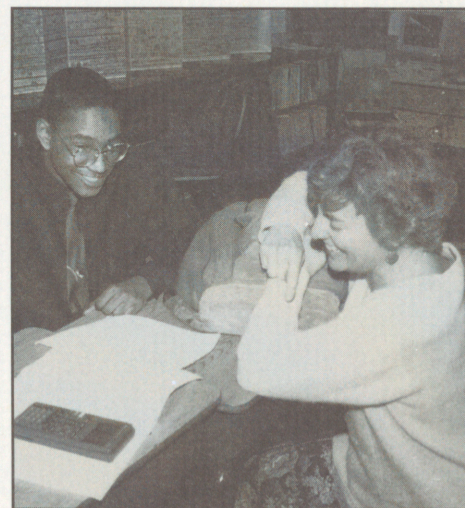


Mary Roden (back, left) and some of her eighth grade African explorers along with fellow Royal Geographical Society member, Margie Young (back, right).

been at NSCDS and what their parents do for a living, students begin their study of Africa.

The term on Africa lasts for three months and takes students through study of Islam, historical explorers, and the impacts of colonial governments on the continent among other issues. A focal point of the term is a week-long project at the Field Museum's Africa exhibit in which students, working in pairs, use the museum exhibits and reference materials as their laboratory to address issues such as "Gender Identities and Roles in African Communities;" "Art as a Reflection of African Identity and Culture;" "The Role of Islam and Native Religions in African Communities;" and "What the West Can Learn from Africa." Roden believes this hands-on exhibit gives students an experience they could never gain from a text book.

When students travel over to China for their second term of study, Mary begins the unit trying to give them a sense of



Mary Roden and Dente Ellis chat about a homework assignment.

**See Eighth Grade, page 6**



# NSCDS Foundation Fundamentals

## Foundation Chairman Cam Avery Discusses Endowment

*Cameron S. Avery has served on the NSCDS Foundation Board since the early 1980's. Prior to that, he served on the School's Board of Trustees. Cam is also the father of two NSCDS alumni, Chris '87 and Joanne '90. He recently sat down with the Bulletin to discuss the structure and purpose of the NSCDS Foundation. Cam is a Partner in the law firm of Bell, Boyd and Lloyd in Chicago.*

### What is the NSCDS Foundation?

The foundation is a charitable trust that was established shortly after the founding of the School and was created in order to assure that the funds and property of the School would not be distributed to the "members of the corporation" (i.e. the members of the Board of Trustees) upon a dissolution of the School corporation.

In addition to serving as a contingent recipient of the School's property, in the event of a dissolution of the School, the declaration of trust also expressly contemplated that the Foundation would accept, receive and administer gifts or bequests and use them for the best interests of the School.

Over the years there were monies or securities that were transferred to the foundation to hold as an endowment fund for the School. The purpose was to have a fund that could be managed and invested under the supervision of the trustees of the foundation.

### How many trustees serve on the foundation board, and what do they oversee?

The foundation has always had five trustees. They have been people who have been quite involved in the School. Many of them have been former chairmen of the Board of Trustees. Most of



them are, or have been, parents at the School. Some have been alumni of the School. The other current foundation trustees are Donald Perkins, Larry Howe, Howard Jessen, and new member, Lynne Shotwell.

The reason for overseeing the endowment is that an endowment serves as a fund of assets that are invested to produce a return that can be used for the benefit of the School.

The foundation now has nearly \$7 million in assets as compared with \$1.2 million when I joined the Board of Trustees, thanks to generous contributions and successful investment management. Each year the foundation transfers to the School for its operating budget an amount determined by a formula. In 1995 transfers from the foundation to the School totalled \$353,790.

### Would you characterize the investment strategy now as a balanced mixture of growth and income?

Yes. As of the end of 1995, we had 42% invested in common stocks and convertible bonds and 58% invested in fixed income obligations. That is certainly a balanced strategy.

### For a donor who might be interested in

making sure principal is not invaded, do you believe the current strategy protects principal?

Yes. For many years we have engaged Institutional Capital Corporation, which is a professional investment management firm in Chicago, to manage all of the investments in the foundation. They have done an excellent job. From inception February 28, 1975 through December 31, 1995, the North Shore fund has shown a compound annual return of 13.2%. That is ahead of Standard & Poor's and the Lehman Brothers Intermediate Government Bond Index by 110 basis points per year, on average.

### Why is an endowment fund important?

The endowment enables the School to receive considerable income for operating purposes over and above what is raised through tuition and annual giving. At the same time, by having the endowment in a separate foundation with separate trustees, the endowment principal is insulated from the School's current obligations. A significant portion of the budget comes from the endowment. In fact, without income provided by the endowment, the School could not pay its annual operating expenses. Certainly we hope to see our endowment be closer to \$10 million to better meet the demands on the School and to remain highly competitive into the 21st Century.

### Can an individual make a gift directly to the endowment?

Yes. In fact, there are a number of highly attractive opportunities available to donors at various levels, including the possibility of having a fund named in honor of a person or a family.



# Berea Country Dancers Get NSCDS Moving

## 1996 Harold Hines Visiting Fellows Melt Away Winter Blues

**O**n February 1 the Berea College Country Dancers from Berea, Kentucky visited The North Shore Country Day School as the 1996 Harold Hines Visiting Fellows. The Berea dancers shared their exuberant and skillful interpretation of a rich heritage of folk material that includes singing, dancing, and telling tall tales.

The Harold Hines Visiting Fellowship brings to campus each year a distinguished individual or individuals who articulate the challenges of the School's philosophy, "Live and Serve." Berea College is committed to the ideals of service, equality and democracy. Berea students pay no tuition but instead supplement their class loads with work at the College. The students are able to contribute to their community even as they learn within it.

The 21 Berea dancers and musicians taught dances from their wide repertoire to students in all three divisions through P.E. and drama classes on February 1 and 2. They also gave an educational performance for the entire School community during a special Morning Ex.

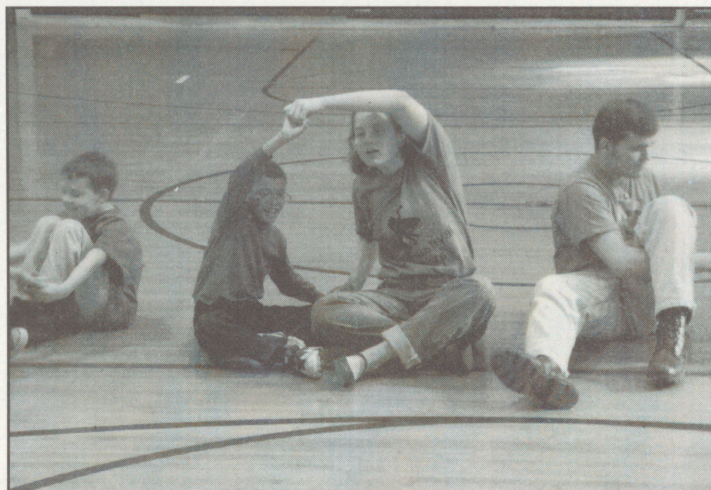
The highlight of the Berea dancers' visit was a community dance fest on the evening of February 1. Following a potluck supper, families headed over to the Mac Gym to watch a performance by the dancers that included clogging, American ballroom dancing, Appalachian dancing, square dancing, and rural American dancing. Following the performance and a little instruction on the more complicated steps, the Berea dancers invited the North Shore crowd to join them on the gym floor for a group effort that lasted well into the evening.



*Berea dancers make great partners when trying out some new steps.*



*Mary Pick Hines '49 (center) is pictured with 21 dancers and musicians who visited NSCDS as the Harold Hines Visiting Fellows. The fellowship is named in memory of Mary's husband.*



*The dancers instruct Lower Schoolers during P.E. classes before the community dance.*



## Barlow, continued from front page

these cyberspace communities. Not all believe that these communities are egalitarian. Some students voiced concerns about the anonymity of the Internet leading to unethical acts. Barlow's position, however, is that ethics are becoming more important than laws and that Internet communities may well be more ethical than most of their real counterparts. He also maintains that, because ethics are culturally based, people will have to learn to be more tolerant of each other once all of these different cultures begin to coexist in cyberspace.

While Barlow does exist part time in a virtual realm, he does not discount the importance of the real world. His preference is for face-to-face conversations over those which take place via technology. He takes issue, though, with the kind of interaction, or perhaps the lack of interaction, that he sees often happening between people in the same room. Barlow believes that television is the major culprit of the breakdown in communication between family members and neighbors. He also believes that the suburban "communities" in which so many Americans live are devoid of the fundamental elements of true communities in which people share stories, ideas, friendship and support. He calls these modern communities hermetically sealed "Generica," and he finds that cyberspace communities meet the needs of their inhabitants much more fully and readily.

Despite Barlow's enthusiasm for the Internet, he also exhibits a healthy amount of skepticism. He doesn't believe that the Internet is all good, all bad, or merely gray. He has found a community in which he feels at home, and he has met friends in his new "cyberhood," but he acknowledges a lack of "Prana," the Hindu term for breath and spirit. The question remaining to be answered, according to Barlow and countless others who have visited cyberspace, is whether Prana can exist where human beings do not. Must we

"Be There," as Barlow puts it to sense and feel Prana? Or can technology create virtual Prana?

Barlow's visit to NSCDS opened the door wider for discussion about these and other issues that exist in this technological age. While his visit did not

answer all of the questions we have or solve the problems we face, it did help us to engage in deeper analysis of all that technology means and will continue to mean in the lives of our students.

Barlow described coming to NSCDS to speak with students as "talking to natives in a country where I am an immigrant." Certainly students are the natives in cyberspace. They are growing up during a time when proficiency with technology is assumed, and they will be the generation that helps to determine how it is used and ultimately of what value it will be.

As we at NSCDS head into this new, rugged frontier, we will remember the words of both encouragement and of caution imparted to us by our Master in Residence, John Perry Barlow.



*John Perry Barlow, center, talks technology with Middle School Head, Todd Nelson, left, and technology coordinator, Vinnie Vrotny, right.*

## Eighth Grade, Cont'd. from page 3

Throughout each unit of study, Mary focuses on geography and map making, how things look as an observer from another culture as well as how they might look from within that culture, values and how behavior affects values, and how history and culture are reflected in each other. Through reading literature, writing poems, essays, and fables, and pursuing special projects related to these three cultures, students gain an understanding of how history continues to affect the lives of millions of people world wide.

In African and Chinese cultures the concept of time is circular. In Indian culture it is a spiral. To the American way of thinking, however, time is linear, and we are always looking to the future. Students in Mary Roden's class learn the value, through examination

of these world cultures, of preserving the past and one's culture rather than always seeking to create the future.

By the end of eighth grade, in addition to having "travelled" extensively, Mary hopes her students will have learned civility. She says, "I hope my students will become aware of options to arguing or complaining or blaming, that they will begin to enjoy an atmosphere where good manners prevail, they will find greater pleasure in helping and encouraging others than in coldly competing against them for their own good grades, and in short that they will begin to prefer civility over other attitudes. Of course tolerance, or better yet, appreciation of the differences which distinguish us all, is one of the most important goals of my curriculum."



# Foster Hannaford Recognition

## Onnie '38 and John '65 Darrow Make Service a Family Tradition

**T**he Foster Hannaford Recognition, named for a man who served the School as a member of the Board of Trustees for 48 years, as a trustee of the NSCDS Foundation for 35 years, and whose five children attended the School, is awarded each year for distinguished service to The North Shore Country Day School. The 1995 Foster Hannaford Recognition was given jointly to two alumni who together have spent nearly 50 years serving NSCDS, Anita Straub Darrow '38, known to all as Onnie, and her son, John '65,

Service to The North Shore Country Day School has always been a part of the Darrow family. John, the son of two alumni and the brother of four, grew up watching his parents contribute their talents and insight to NSCDS. Bill Darrow '35, Onnie's husband and John's father, served on the Board of Trustees alongside Foster Hannaford.

Onnie and John have served NSCDS in myriad ways. Their combined service includes, among other things, fundraising, serving on the lunch line, substitute teaching and serving as Chairman of the Board of Trustees, proving that no task is too big or too small and that a Darrow will always give when and where needed.

When presenting the recognition, Head of School Julie Hall said of Onnie, "Giving is what Anita Straub Darrow has been doing all these years—not with one big splashy event, but with tenacity and creativity—finding housing for international students, supporting musical events, organizing reunions and other alumni programs, working with the senior class, generally singing the glory of NSCDS anywhere and everywhere. As one friend put it, 'She has been just so much a part of everything.'"

Despite all that she has given, when Onnie speaks about NSCDS, she recalls,



"I felt that I got a great deal from North Shore. I loved the family atmosphere." When asked about her tireless service to the School, Onnie modestly says, "We've been very, very lucky, and I just think we should give back when we can."

Speaking of her son's service to NSCDS, however, Onnie remarks, "I'm proud of him." And Onnie has every reason to be proud of John.

When former Head of School Dick Hall first asked John Darrow to get involved in setting up the class representative program for the alumni association, John never could have guessed the depth of involvement in the School that lay ahead. After establishing the class representative program and helping to further alumni fundraising, John went on to become the president of the Alumni Association.

In those early days, John's focus was on communication and keeping other alumni in touch with what was happening at the School. As it would turn out, this open line of communication would serve him very well when he took on the role of Chairman of the Board of Trustees in 1992.

John took the position of Board Chair at a critical time. With a background that

includes a Master's degree in elementary education, a solid understanding of business due to his MBA and his position as Vice President at Northern Trust Company, and an understanding of and deep commitment to the School, John brought a rare combination of qualities to his position.

John recalls the time as an intense but fun one, and says he enjoyed working with "a lot of people who really cared about the School." John saw the

School through some very big changes. In his first two years, John helped to draft the mission statement, oversee the 21st Century Fund, and conduct a search for the new Head of School. He believes that his history with the School added a calming influence, both for alumni and the School community. He says, "I suppose having been based in the traditional values of the School was something that was very reassuring at the time."

When he reflects on his time at North Shore, John recalls, "I spent some formative years here, and I'm grateful to the School for what I got out of it." What he got out of it, he says, is "an exposure to a broad range of things and the assumption that I could really accomplish anything that I wanted to. It hasn't always worked out, but nonetheless I was able to try it and deal with reality when it came along."

John's North Shore training has come back to benefit the School, and he continues the Darrow legacy of distinguished service at NSCDS as he serves as Vice Chairman of the Board of Trustees.

Onnie and John Darrow join a deserving group of Foster Hannaford Recognition recipients, and we thank and congratulate them for their lasting contributions to the School.



# Did You Know?

◆ Students across the divisions have been sponsoring collection drives to help others in need over recent months.

**The fifth grade students of Jane Moore and Chris Henrich** sponsored a school-wide drive during December to collect new toys and books, toiletry kits, clothes and household goods to benefit PRIDE, an organization that provides tutoring, babysitting services, daycamp and emergency food and housing to residents in the Englewood neighborhood of Chicago. On December 20, the fifth graders filled an entire school bus with items they had collected.



*Fifth graders in front of the bus they filled with the fruits of their school-wide donation drive.*

To serve those in need of food in Chicago, **Middle School students** have sponsored an ongoing food drive since the beginning of the school year. Donations benefit the Chicago Food Depository. Sponsored by the Middle School student council, the goal is to collect one pound of food per student per week to reach one ton of food.

**Upper School students** began a service project titled "A Collection of Resources," in which they attempt to meet a different need each month. Before the holidays, students collected food to be donated to a soup kitchen. In January, students donated coats to a community organization. This is an ongoing Upper School effort designed to teach students how to identify and meet the needs of others in the larger community.

◆ **Technology Coordinator Vinnie Vrotny** recently spoke to other area school technology coordinators at the Annual Mini-Conference of the Northern Illinois Computing Educators (NICE). Vrotny co-hosted a session entitled "Developing an Acceptable Use Policy." **Allan Stern**, also a technology coordinator at North Shore, serves as

the president of NICE.

◆ While 11% of America's graduating seniors take one or more AP exams, 50% of NSCDS's graduating seniors take one or more of the exams. Some students take as many as 6, 7, or 8 different AP examinations.

◆ **Artists in Residence, Rives Collins and Julie Shannon**, have recently completed a cassette tape of their joint music and storytelling. The tape, entitled "We All Have Songs, We All Have Stories," features songs by Julie and stories by Rives. It also features the work of their many "friends," including NSCDS Lower School students. The tape is available for purchase in local stores or through Lower School music teacher, Linda Kiracibasi. Make checks for \$10.78 (includes tax) payable to: Louisa May Alleycat Music. Tapes will be sent home with students. Through March 1, 1996 Rives and Julie will donate 15% of the

proceeds of tapes purchased through North Shore to the **NSCDS Lower School Music Department**.

◆ **Second graders** visited Helen Peirce School of International Studies in Chicago in January to meet the second grade students they had begun a relationship with through holiday cards the previous month. **NSCDS Lower School Spanish teacher, Gloria Baez**, set up the exchange between the NSCDS students and the Spanish speaking HPS students. During their visit, students introduced themselves in Spanish, practiced their Spanish speaking skills, and sang songs in Spanish which they helped the HPS students translate into English. NSCDS students will return the friendly gesture by hosting their new friends in Winnetka in March.

◆ On February 28 from 5:00-7:00 p.m. there will be an opening in the **John Almqvist Gallery**. Featured will be the mixed media works of Martha Ferris of Vicksburg, Mississippi.

◆ **Attention all Musicians!** We're looking for accomplished musicians to play in the orchestra for the Spring Musical, *Pirates of Penzance*, March 14, 15, and 16. We need all strings, flute, clarinet, oboe, trumpet and percussion specialists. If you are interested, please call Michael Querio at (847) 446-0674.

◆ After 35 years in a variety of roles, **George Mitchell, Sr.** retired from NSCDS in December, 1995. At an all-school holiday celebration, Head of School, Julie Hall, presented Mr. Mitchell with a leather-bound book entitled, "What I Remember About George." The book is a compilation of letters and colorful drawings from NSCDS students, faculty and former faculty who had the opportunity of knowing Mr. Mitchell. In his 35 years at the School, Mr. Mitchell served as Director of Buildings and



Grounds, chef, "customer" for the kindergarten beauty shop, helper and friend. Mr. Mitchell's presence on campus will be greatly missed, but he will always be a part of The North Shore Country Day School. There will be another opportunity for the whole community to celebrate with George when the alumni host a party in his honor on May 18 following the Country Day Fair.



*George Mitchell, Sr. celebrates 35 years at NSCDS during the all-school holiday celebration with his wife, Maxine, and "Santa" played by lifer John Whittlesey '96.*

## Directory Update

### Changes

HARVEY, Caroline  
(MS and US Tutorial Specialist)  
4235 1/2 Hermitage, Apt. 1A  
Chicago, IL 60613  
(313) 404-0774

MILLER, Michael and Valerie  
\*Emily (8) and Ethan (11)  
No address or phone available yet

MULTHAUF, Christopher and Susan  
\*Graham (JK) and Keath (SK)  
365 Iris Lane  
Highland Park, IL 60035  
(847) 926-0744

### Additions

KAUFMAN, Barry and Vicki  
\*Tom (10)  
1821 Wedgewood Drive  
Lake Forest, IL 60045  
(847) 234-2340

OFFUTT, Gerald  
\*Kristine (6)  
1735 Chicago Avenue, #616  
Evanston, IL 60201  
(847) 866-6821

LIPSON, Steven and Judith  
\*Rebecca (3)  
2764 Garrison Avenue  
Evanston, IL 60201  
(847) 328-1837

PATINKIN, Hugh and Sheila  
\*Benjamin (10)  
200 Oak Knoll Terrace  
Highland Park, IL 60035  
(847) 432-4942

NOVOSELSKY, David and Charmain  
\*Johnathan Paul (JP) (10)  
956 Ringwood Road  
Lake Forest, IL 60045  
(847) 234-7947

WHITE, Alfred and Marjorie  
\*Rashad (10)  
6157 N. Hamilton, Apt. 3S  
Chicago, IL 60659  
(312) 743-1371

## NSCDS Calendar

### MARCH

- 1 Winter Athletic Banquet;  
5:15 p.m., Activities Room
- 2 Upper School Turnabout  
Dance; 9:00-11:00 p.m.,  
West Gym
- 14, 15 Spring Musical, Pirates of  
16 Penzance; 7:30 p.m., DST
- 21 International Circle Meeting;  
7:30 p.m., Library
- 25 Spring Break Begins

### APRIL

- 8 Classes Resume
- 16 P.A. Meeting; 8:30 a.m.,  
Laird Bell
- 18 Upper School/Middle  
School Science Fair;  
7:00-8:30 p.m., Mac Gym
- 20 Lower School Social (parents  
and students); 6:30-9:00 p.m.,  
Mac Gym
- 22 Carsten Schmidt, pianist  
1996 Susan Marshall  
Memorial Concert Artist;  
10:00 a.m., DST
- 25 P. A. Meeting; 7:00 p.m.
- 26 Michael Querio and Patrice  
Whitten Recital; 7:30 p.m.

### MAY

- 4 Prom
- 16 JK/SK Mothers' Musical Tea;  
10:00 a.m., LS music room  
Spring Choral Concert;  
7:30 p.m.
- 17 Grandparents' Day;  
1:00-3:00 p.m.
- 18 Country Day Fair
- 27 NO SCHOOL--Memorial Day
- 29 Senior Class and Alumni  
Lunch; 12:30, Laird Bell



# Parents' Association Message

By Sandra Plowden, Parents' Association President

## Hooray for Parents!

- The Gift Wrap and Gourmet Food Fund Raiser made more money than it has ever, and twice as much as its first year at NSCDS.

- The Fall Book Fair made more money than it has made in four years. We have a new book fair company named "Read All About It" and we think they are great.

- The Rummage Sale served many people from many communities and made us all happy that we could contribute to the world beyond the school.

- The P.A. has sponsored many speakers. Topics have included adolescence, Israeli-Palestinian relations, substance abuse, and the Internet. We're glad that many parents are interested and attend these lectures. Computer classes for parents begin this month.

- Raider Club. There are now three Athletic Banquets instead of one. There are team parents, team managers, and game announcers. Elections for the new Athletic Council will take place in the spring. "Pack the Place with Purple" will be an event when NSCDS fans can support their teams.

- The P.A. hosted a supper for 200 people before the Berea Dancers.

- Annual Giving. Parent giving is up 24% in dollar gifts and up 26% in number of parents who have given.

- Dr. John Rielly, President of the Chicago Council on Foreign Relations, will speak at the school on Thursday, March 21. His topic will be: America's Future Role in a Changing World.

Dr. Rielly earned his B.A. from St. John's College and was a Fulbright Scholar at the London School of Economics. He received his Ph.D. in Political Science from Harvard University. He served in the U.S. State Department and was foreign policy assistant to Senator and later Vice President, Hubert Humphrey. Dr. Rielly was a consultant to the Office of European and International Affairs at the Ford Foundation. He was consultant to the National Security Council during the Carter Administration. Dr. Rielly is a recipient of the French Legion de Honneur. He became Executive Director of the Chicago Council on Foreign Relations and has served as President of the Council since 1974.

- Country Day Fair. Saturday, May 18. Rides, games, food and fun for the family.

- P.A. Faculty and Staff Appreciation Luncheon, Thursday, June 6.

Thank you for all your contributions!

## Reflections

When I was at college, I took a course called Studies in Drama. Required reading for that course included an essay entitled "On Comedy" by George Meredith. I have referred to it many times during my adult life, and I wish to share an excerpt with you. Comedy, it seems to me, is essential to our lives as people, as parents, as children, wherever or whoever we might be. Laughter and mirth heal us and bind us one to the other.

*If you believe that our civilization is founded in common sense (and it is the first condition of sanity to believe it), you will, when*

*contemplating men, discern a Spirit overhead; not more heavenly than the light flashed upward from glassy surfaces, but luminous and watchful; never shooting beyond them, nor lagging in the rear; so closely attached to them that it may be taken for a slavish reflex, until its features are studied. It has the sage's brows, and the sunny malice of a faun lurks at the corners of the half-closed lips drawn in an idle wariness of half-tension. That slim feasting smile, shaped like the long-bow, was once a big round satyr's laugh, that flung up the brows like a fortress lifted by gunpowder. The laugh will come again, but it will be of the order of the smile, finely-tempered, showing sunlight of the mind, mental richness rather than noisy enormity. Its common aspect is one of unsolicitous observation, as if surveying a full field and having leisure to dart on its chosen morsels, without any fluttering eagerness. Men's future upon earth does not attract it; their honesty and shapeliness in the present does; and whenever they wax out of proportion, overblown, affected, pretentious, bombastical, hypocritical, pedantic, fantastically delicate; whenever it sees them self-deceived or hoodwinked, given to run riot in idolatries, drifting into vanities, congregating in absurdities, planning shortsightedly, plotting dementedly; whenever they are at variance with their professions, and violate the unwritten but perceptible laws binding them in consideration one to another; whenever they offend sound reason, fair justice; are false in humility or mined with conceit, individually, or in the bulk; the Spirit overhead will look humanely malign, and cast an oblique light on them, followed by volleys of silvery laughter. That is the Comic Spirit.*



# Profile of the Alumni Association

## What is the Alumni Board and what exactly does it do?

By Chris Charnas '83, Alumni Association President

Every other month a group of 20 alumni meet on campus to discuss how we can help North Shore. These alums range from the class of 1942 to 1988 and look for ways to plan events that we believe will be beneficial for current students, their parents, the faculty and the 3000 member Alumni Association. Board members volunteer countless hours to our School each year in appreciation of the tremendous experience we had as students. We hope to offer support and energy to the School's faculty and staff and interact with students on a regular basis to share with them the memories we have all come to value.

We have an exciting few months ahead of us, so much so that you will think the celebrating from the 75th Anniversary hasn't died down! This May will bring more than just purple and white tulips! The School community will join together for a celebration as the Alumni Association hosts a party to honor George Mitchell's 35 years of service to the School. All alumni, parents and students are invited to thank George for the many things he has done to make North Shore home.

Also in May, 5 North Shore alumni will return to campus to discuss their careers and how North Shore helped prepare them for the real world. That sophomore biology class with Mac really did spawn doctors and scientists!

In June, the newest members of the Alumni Association will be welcomed

to our ranks at a party in their honor. Board members share a traditional greasy spoon luncheon from a favorite local diner with seniors as they become acquainted and share Roloids. Seniors have an opportunity to hear about the many events we host each year that we hope they will take part in. It is also an opportunity for us to remind them that during their days as students, their lives were enriched by the many ways alumni return to North Shore and that their active participation as alumni is an expectation!



*Alumni who participated in the first annual college night include, seater (from left to right): Nadia Nagib '84, Emily Wanberg McGimpsey '83, Chris Charnas '83, Miller Bransfield '80, and Aisling McDonagh '91. Standing (from left to right): Rashid Ghazi '85, Kate O'Malley Patke '85, and Tom Nachbar '85.*

I mentioned Mac McCarty already and you'll be hearing a lot more about him in the coming months! Next Homecoming weekend we will celebrate Mac's 50th year at North Shore! If you thought the 75th Anniversary party was big, you haven't seen anything yet! This party promises to be the event of the year and it celebrates a man who has been such a wonderful part of a half century of learning at North Shore. Mark your calen-

dars, you won't want to miss this one

In September, we will continue with a new event for alumni and students during our second annual college nights. Eight alumni will come back to campus to trade war stories about their first few months at college and how North Shore prepared them for the experience. Juniors, Seniors and their parents are invited to attend as they get a candid appraisal of life in college. We are certain this discussion will be as productive as our first and will provide stu-

dents with the perspective the colleges themselves can't offer!

We are working on a program where alums can return to campus to talk with current students and faculty about their life experiences including places they have visited, people they have met and things they have accomplished. We hope to enrich the curriculum with the incredible amount of experiences alumni have had.

We hope that alumni take an active role in the day-to-day life of the School by offering our experiences, knowledge and time. If you would like to help in any of the events coming up, please contact Kate O'Malley Patke in the alumni office at 847-441-3316. We look forward from hearing from you and to seeing you on campus many times in the coming months!

*Chris Charnas '83  
Alumni Association President*



# Division Messages

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## Stories

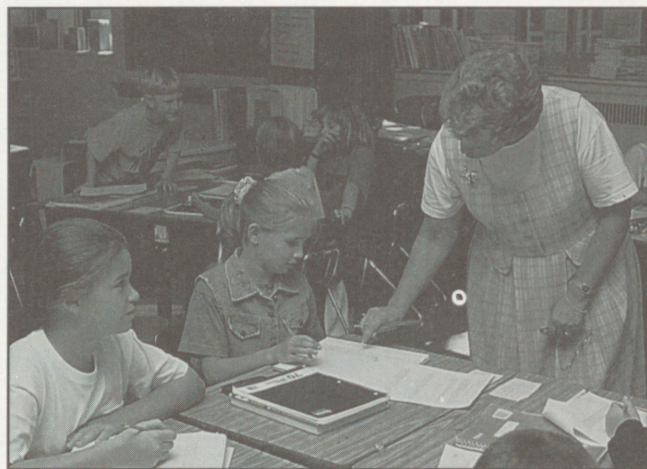
By Pamela L. Whalley, Lower School Head

I have fond memories of running home from school as a child in time to hear the BBC's Children's Hour. My sister and I sat around the large box-like wireless, as we called it, listening to Secret Garden and Wuthering Heights. It was our first introduction to such stories, and we hung on every word imagining the events and characters in our minds. We knew so well the lilt and tone of the narrator's voice. It was like tuning in to an old friend, comfortable and reassuring after a busy school day.

Perhaps the closest experience to this for my family today is tuning into Prairie Home Companion to hear the soft roll of Garrison Keillor's voice pour out the tales of the folks of Lake Wobegon. We all recognize the characters in Lake Wobegon. Many of them are straight out of our own families, and it is recognizing the characters and anticipating the action that make Keillor's stories so humorous. Some of the pleasure comes from the story content, but so much of it

is dependent on the delivery, the timing, the rise and fall of the voice. Perhaps this is why most of us enjoy hearing stories repeated. Part of the pleasure is knowing where the story is going.

Every Christmas my Uncle Charlie would relate the escapades of an old London waggoner who came through our village to collect goods to take to market. We knew the story so well we corrected him when he used a "new" or unfamiliar word, but we were always caught up in the mood of the story along with the smell of his pipe tobacco, the twitch of his moustache, the gleam in his eye. My Uncle Charlie spun many a good yarn. Most of them were about what were known locally as "rhum characters." Some of these sto-



ries were handed down through generations of village folk or were stories that were linked closely to particular places; woods, fens and lanes. Some were tied to particular local seasonal events such as the Horkey suppers held on the day that the last load of corn was harvested. Some tales took on the qualities of ghost stories, others were stories that

*See Stories, page 14*

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## A Real World

By Paul B. Perkinson, Upper School Head

A short while ago, I had the unlikely experience of attending meetings with first grade, eighth grade and twelfth grade parents all within a space of twenty-four hours. The tone of the meetings was similar, even though the ages of the children were different. At each meeting parents shared their thoughtful, careful concerns, a common denominator of all North Shore parent gatherings.

Another common theme was more striking for me. At some point in the discussion at each meeting, someone asked: "What happens when my child

leaves the protective cocoon of first grade or middle school or upper school?" We all nodded in agreement and talked about making preparations for the transition to 'the real world' out there. It was only after the third meeting that I became uncomfortable with the concept of a 'real world', a real world about which I knew so much...a real world that our kids move through in a state of blissful unawareness.

I have decided that our kids live in the real world now. Their world is at least as real a world to them as my world is to me, one that they can integrate in their

consciousness and understand in terms of control. We need to make sure that we give them credit for their level of understanding and coping with their reality, lest we appear terribly condescending in our presumption that we know what the real world is and that our kids do not. There can be only one world, after all.

A child's real world is made up of those experiences that effect and affect them on a day to day basis. Their real world is about coping with disappointment and pain, negotiating friendships, pre-

*See Real World, page 14*



# Charlotte's Web Site

By Todd R. Nelson, Middle School Head

Early one morning Wilbur peered up at the corner of the hayloft. He was accustomed to seeing his friend Charlotte, the 'large gray spider the size of a gumdrop', presiding over her tidy, circular web. Today it looked different. The words 'Some Pig -- FAQ' were woven across the center of the web in 14 point Palatino type, but Charlotte was nowhere to be seen.

'Charlotte's gone virtual,' observed Templeton the rat, as he sidled through the straw toward Wilbur. Noticing Wilbur's consternation he added, 'She joined the arachnadigerati-- cyberspiders.'

'What does that mean?' asked Wilbur.

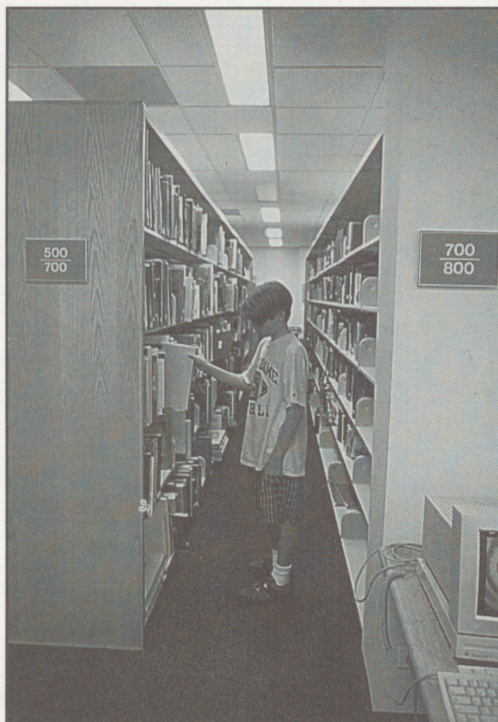
'It means that from now on she'll be making 'Info-webs.' See that long strand of web?' Templeton pointed to the gossamer thread leading from the letters 'FAQ' to another corner of the loft.

'What does FAQ stand for?' asked Wilbur?

'Frequently Asked Questions,' said Templeton, peering up to the connecting web across which Charlotte had woven: 'Pork Futures', 'Year of the Pig', 'County Fair'. Each phrase was linked by a web leading towards another corner of the barn.

'Who's asking those questions frequently? They aren't my questions,' said Wilbur, 'and I don't know what to do with all of these other webs. What are 'pork futures'? I've already been to the county fair.

And every year is the 'Year of the Pig,' for me.'



'Charlotte's into data,' replied Templeton.

'The wind is blowing through Charlotte's data. I just feel like talking to Charlotte,' sighed Wilbur earnestly.

'Her new web saves us the trouble of talking,' said Templeton, showing some irritation with Wilbur's reticence about improved webs. 'Now she can answer lots of questions at once. Much simpler. More efficient.'

'Will data help me to make contact with other pigs?' asked Wilbur.

'Perhaps,' said Templeton. 'Let's search the web.'

They peered along the web links, from corner to corner in the big gloomy barn. 'County Fair' was wired to 'Livestock',

which was linked to 'Sheep', 'Chickens', and 'Pigs'. There they found a small tidy web embroidered with: 'Zuckerman's Amazing Pig -- Wilbur (New!)'.

'That's me!' exclaimed Wilbur. 'But that's just telling me what happened at the fair. There were other pigs at the real fair. Real ones who would talk to me. The web isn't as good as actually going there. Just because she's such a good web spinner doesn't mean that everything she knows belongs on the web.'

'You've got a point, Wilbur!' mumbled Templeton, recalling fondly his day on the fairgrounds foraging amid the splendor of discarded popcorn, cotton candy, hot dogs and pizza crusts.

'This pigs-on-webs leaves a lot to be desired,' sighed Wilbur. 'I really just wanted to hear Charlotte's voice. 'Some Pig' sounds better than it looks. I wish she was available for conversation. I have some questions for her.'

Templeton was dreaming of other things. 'I'm going back to look for the 'Corn Dog' link on the 'County Fair' web. I'd rather think about eating than think about talking.'

Wilbur contented himself with burrowing back into his nest in the hay and breathing the comforting, 'wonderful sweet smell of patient cows.'

The North Shore web site is: <http://www.nscds.pvt.k12.il.us/> But being there is more fun than reading about it.



## Stories, *cont'd. from page 12*

explained the origin of the names of things such as 'pattins', special "shoes" worn by the people who lived in the watery fen areas of East Anglia. We heard such words used by our older relatives, but it was only later, through listening to stories, that we understood where some of these words originated. These were the kinds of stories that were part of "knowing" the village and that tied the generations of families together.

Our artists in residence, Rives Collins and Julie Shannon, have been reminding all of us of the power of story telling. Rives reminds us that "we tell stories every day," stories of the workplace and the neighborhood. "We use stories

to make sense of our lives, to share our experiences and to share ourselves." In the workshop for teachers, Rives explained that "storytelling offers us all the opportunity to experience the world from a new perspective." We listened to Rives' story and told it back from the point of view of another character or even an object. We put ourselves in the "shoes" of another and saw the events from a different perspective. Here is a storytelling skill that transfers into a life skill, where understanding different points of view is essential to creativity, flexibility and success. Next time you read or tell a favorite story, try having your children take turns to tell it back from a different point of view. Perhaps you have a child that roots for the wolf in

Red Riding Hood, or the troll in The Three Billy Goats Gruff. Enjoy and explore those different perspectives.

In an over-programmed day or week, take time out for storytelling. You do not have to be great at it. Just start telling a story about a trip you all took years ago, or just start talking. If you leave out a character or do not resolve the plight of a character, have no fear, your child WILL remind you what you left out, or how you might resolve a situation. Children are wonderful prompters. Get the Uncle Charlie in your family to keep telling those stories that become the memories and future stories that will be told by your children and grandchildren.

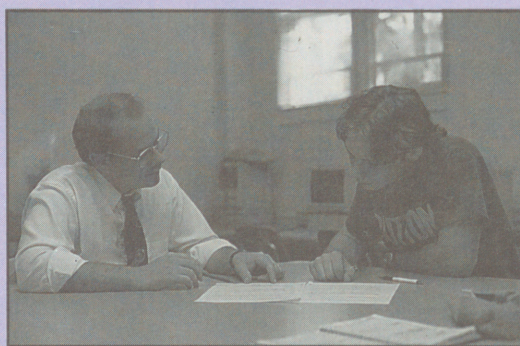
## Real World, *Cont'd. from page 12*

paring for dramatic, athletic, or academic performances, responding to requests, demands or expectations, creating new possibilities in their lives. If there is a difference between child and adult worlds, it is one of magnitude and not experience.

What concerns me about our discussions of 'our kids and the real world' is that we might be assigning them the never ending, and perhaps Sysafian task of preparing for life rather than celebrating with them the never ending experience of living a life. Our children are human beings, not human doings. The more we can get our young folk to live in the 'now' in an appropriately mature manner, the better job we are doing as adults in their raising.

Too many of our kids fret about past events they cannot change and feel anxious about future events they cannot effect. This can lead to an experience of paralysis over worrying about the uncontrollable.

If we constantly view our children as 'soon to enter real world living' rather than 'simply living,' we are robbing them of a hopeful and bright future. The real world is not something to dread and not something to prepare for. We do not prepare to breathe, we breathe. The same holds true for the future. Confidence, trust and hope — these three sensibili-



ties, more than a discrete set of skills or material objects, will best enable a mature person to cope, negotiate, prepare and respond in future situations.

School is a real world our kids live in everyday. The joy of a first grade art

project and the disappointment of a friend leaving the country are more similar than different from the joy of a new teenage love and the angst of SAT's. Our task is to give students a behavioral and emotional vocabulary for understanding, assessing and dealing with what happens to and around them. School is the real world if for no other reason than that there are always consequences to their actions. I want to believe that we teach students to recognize consequences, both the good and the bad, as part of attending the School of Great Strokes and Hard Knocks. Truly living in the real world is about dealing with, not avoiding, consequences.

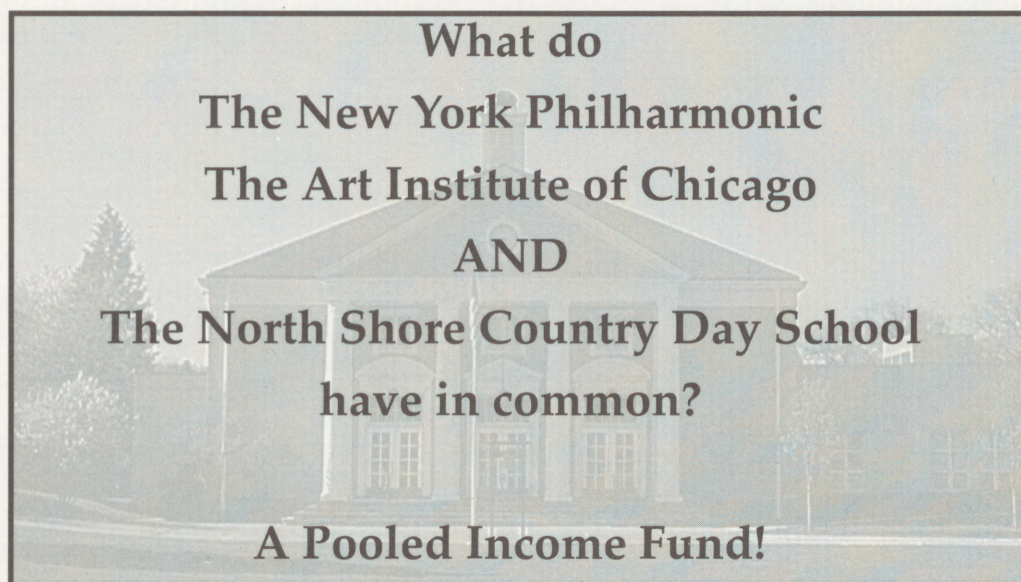
If we allow a child's life to be dominated by preparation for the future, by a grim notion of 'the real world' that we adults know and they do not, then we are robbing that same child of life and appreciation in the present and all the meaning and joy that comes with it.



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# Gifts That Work For You

## *The Pooled Income Fund*



For as little as \$5,000 you can join The North Shore Country Day School's Pooled Income Fund. This fund will provide you or a loved one with income payments for life and also enable you to make a significant gift to support education at North Shore.

It's no wonder that the finest educational and cultural institutions in our country have started these funds. It's worth investigating.

Our professional staff would be glad to talk with you or your financial advisor about the benefits you would receive. Please call or write:

Jay Scheurle, Director  
Charitable Gifts and Estate Planning  
The North Shore Country Day School  
310 Green Bay Road  
Winnetka, IL 60093  
(847) 441-3320; FAX (847) 446-0675  
[jscheurle@nscds.pvt.k12.il.us](mailto:jscheurle@nscds.pvt.k12.il.us)

All contacts are kept strictly confidential



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